

Birdville Independent School District

Snow Heights Elementary

2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Snow Heights Elementary, located in North Richland Hills, Texas, is a PreK-5 Title 1 campus in Birdville ISD. Although this improvement plan focuses on the 2023-2024 school year, the demographic information comes from the Texas Academic Performance Report data collected during the 2022-2023 school year. Student enrollment at Snow Heights Elementary during 2022-2023 was higher than previous school years. Enrollment data shows that campus enrollment was approximately 400 students for the majority of the school year. The enrollment increase was higher due to the addition of a PreKindergarten unit. Our Hispanic student group is one of our largest ethnic groups and represents 27.53% (109 students) of the population. Our largest student group is White at 53.03% (210 students). Our smallest groups are the following: African American-9.60% (38 students), Asian-2.53% (10 students), and 7.32% (29 students) claim Two-or-More Races. The percentages for each of these groups has increased in just one year's time.

The approximate 15% student mobility rate for Snow Heights Elementary remains consistent from year to year, while 48.23% (191), of our students are Economically Disadvantaged which is an increase from previous school years. The other student groups for Snow Heights Elementary include 5.30% (21 students) Emergent Bilingual (EB), 7.58% (30 students) Gifted and Talented, and 18.34% (73 students) Special Education. Additionally, 52.27% (207) of our students have been identified as at-risk. The campus attributes much of its achievement to a strong partnership with parents and a focus on high-quality education. The campus is predominantly a neighborhood school, where most students reside within the neighborhood and approximately one-fourth of students are transported. Snow Heights strives for good attendance and had a 95.07% student rate last year. While this is below our campus and district goal of 97%, we will continue to work on increasing the attendance rate for staff and students.

Demographics Strengths

Snow Heights Elementary has many strengths. Some of the most notable demographic strengths include:

1. The community of Snow Heights is steeped in tradition, involved, consistent, and committed to education. Many families stay in the area just for the school and many of the teachers went to Snow Heights as students. Since our families value education, we have many supportive parents and students who strive for success.
2. The attendance rate at Snow Heights Elementary is always a focus for any school year and will continue to be for the current year. It remains very close year to year: 96.8% in 2015-2016, 96.6% in 2016-2017, 96.0% in 2017-2018 96.2% in 2018-2019, and 96.8% in 2020-2021. Attendance dipped severely during the 2021-2022 school year, 94.8%, due to continued Covid protocols. While attendance increased (95.07%) during the 2022-2023 school year, our goal is to reach a rate of 97% or higher for the 2023-2024 school year.
3. Students at Snow Heights Elementary are very accepting of new students regardless of race or ethnicity. Utilizing the district's Social Emotional Learning (SEL) curriculum, as well as Capturing Kids' Hearts (CKH) strategies, keeps the student and staff committed to building strong relationships with one another. These strong relationships spillover into the homes of our families and in our community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Meet and maintain school attendance goal of 97% for the 2023-2024 school year. **Root Cause:** Student Attendance has suffered since the Covid pandemic.

Problem Statement 2 (Prioritized): In addition to Resource and Speech students, we have two self contained Special Education classes on campus. This puts Snow Heights with a 18.34 % in Special Education which is an increase from the previous school year and above the district average. **Root Cause:** Our campus houses two AABLE classrooms with students from various campuses across the district. The number of our Special Education students is higher than other campuses that might not have self contained classes.

Problem Statement 3 (Prioritized): Focus on progress monitoring in all subject areas to monitor academic growth. **Root Cause:** Ensure that student achievement is aiding in closing the gap.

Student Learning

Student Learning Summary

The following scores show Snow Heights' performance on the 2022 State of Texas Assessment of Academic Readiness (STAAR) test:

Subject	Campus Approaches	Campus Meets	Campus Masters	District Approaches
3 rd Grade-Reading	78%	45%	19%	78%
3 rd Grade-Math	79%	39%	11%	76%
4 th Grade-Reading	82%	56%	19%	80%
4 th Grade-Math	77%	47%	15%	69%
5 th Grade-Reading	80%	62%	35%	82%
5 th Grade-Math	83%	46%	25%	80%
5 th Grade-Science	72%	47%	22%	67%

In addition, the following scores show Snow Heights' performance on the 2023 STAAR Alternate 2 test:

Subject	Campus Satisfactory	Campus Accomplished	District Satisfactory	District Accomplished
3 rd Grade-Reading	100%	0%	95%	10%
3 rd Grade-Math	100%	0%	98%	15%
4 th Grade-Reading	100%	67%	87%	9%
4 th Grade-Math	100%	33%	93%	26%
5 th Grade-Reading	100%	0%	94%	24%
5 th Grade-Math	100%	0%	94%	35%
5 th Grade-Science	100%	0%	100%	21%

Based on the results from STAAR in 2022, Snow Heights received an A rating along with two distinctions: ELA/Reading and Comparative Closing the Gaps. Due to lower scores in 2022-2023, Snow Heights received the following rating: (rating will be published in late September 2023).

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 49%. Since 2020-2021, Snow Heights has had less than 25 Emergent Bilingual students each year, and therefore has not received a rating in this field.

Student Learning Strengths

Snow Heights Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- 3rd & 4th Grade Math scores improved from 2021-2022 to 2022-2023.
- Snow Heights continues to earn scores above the district average in almost all tested subject areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Most of our Special Education students are not meeting the Approaches level on any STAAR test they take. **Root Cause:** The STAAR test is not appropriate for many of our Special Education students but they do not qualify for STAAR Alt. While these students can utilize accommodations, many are still below grade level and struggle completing the STAAR test at the Approaches level.

Problem Statement 2 (Prioritized): Students in Grades 3-5 are not meeting the campus expectation of achieving Approaches or Meets on the STAAR test in tested subject areas. **Root Cause:** Students continue to Close the Gaps in their learning but have not been able to meet STAAR expectations.

Problem Statement 3 (Prioritized): Based on previous STAAR scores, Meets and Masters scores have decreased in Reading and Math for all grades. **Root Cause:** The campus is not providing sufficient differentiation opportunities for students.

School Processes & Programs

School Processes & Programs Summary

At Snow Heights Elementary, students are served by a number of specialized programs related to their individual needs. Almost 49% (approximately 200) percent of our students are served by the Free and Reduced Lunch program. Twenty-one (5.30% or 21) of our students are considered Emergent Bilingual and receive services through our English as a Second Language program. Currently, 18.34% (73) of our students are served in Special Education. Many of those students have been assigned to our AABLE (Academic and Adaptive Behavior Learning Environment). This program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas. Finally, 7.58% of our students have been identified as gifted and talented and are served in the district's Advanced Academics program.

The academic Response to Intervention (RtI) program serves students in grades Kindergarten through 5 in both Reading and Mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. Our goal is to keep the intervention groups small and staffed appropriately which will aid students in closing gaps in their learning. In addition, we offer enrichment to our Tier 1 students by utilizing tutors and other staff members.

School Processes & Programs Strengths

- Snow Heights has a strong vertical alignment among teachers and staff. They meet in vertical teams (Reading/Writing, Math, and Science) throughout the year to align curriculum and interventions.
- Trained tutors are utilized to assist in providing intervention to struggling students
- Teachers implement Tier 1 priorities to ensure strong Tier 1 instruction is being delivered

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth.

Root Cause: The campus is not providing sufficient differentiation opportunities for students.

Problem Statement 2 (Prioritized): Students are slow to respond to intervention as many are not moving off tiers in a timely manner. **Root Cause:** Teachers must instruct using Tier 1 priorities and provide intervention when needed.

Problem Statement 3 (Prioritized): Ensure time is allotted to analyze data in all grade levels **Root Cause:** Be intentional and collaborative when looking at/analyzing data.

Problem Statement 4 (Prioritized): Focus on alignment with cluster campuses including middle and high school. **Root Cause:** Ensure random variation does not occur from campus to campus within our feeder schools.

Perceptions

Perceptions Summary

During the 2022-2023 school year, Snow Heights Elementary collected data from students and parents in regards to school safety, processes, and events. Staff, parents, and students in Grades 3-5 completed these surveys during the Spring of 2023. Data collected included perceptions of the overall safety environment of Snow Heights as well as meeting the social/emotional needs for students.

Students, parents, and staff responded to the following questions:

1. Visitors must present a photo ID to obtain a visitor's badge?
2. Have you noticed any open or unlocked exterior doors during the instructional day?
3. Does your student have a trusting relationship with at least one adult on campus?
4. Have you noticed any staff member without an ID badge?
5. Staff members monitor hallways during school hours?
6. Procedures used to make disciplinary decisions are well known to students?
7. Students receive training specifically on bullying prevention and cyberbullying?
8. Students receive training on positive social skills, violence prevention, conflict resolution and communication/decision making skills?
9. Are you informed about Anonymous Alerts?
10. Have you discussed Stand Response Protocols (Lock-Down, Secure Lock-Out, Shelter, Hold, and Evacuation)?
11. Respect for all persons is emphasized throughout the campus?
12. Are you (is your student) involved in at least one extra-curricular activity either at school or outside of the campus?
13. Overall do you consider your campus safe and orderly?

Perceptions Strengths

Survey results indicated the following regarding perceptions of school safety, processes, and procedures.

- Over 90% of student responses showed that students were trained and ready to implement Standard Response Protocols
- 96% of parents reported that their student had a trusting relationship with at least one adult on campus and felt the campus was safe and orderly
- Parents and Staff shared the importance of all student/family activities set Snow Heights apart from other campuses

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s) **Root Cause:** Communicate Standard Response protocols to students and parents throughout the school year.

Problem Statement 2 (Prioritized): In regards to Social Emotional Learning, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills. **Root Cause:** Continue to promote Social Emotional Learning with students and parents to decrease behavioral incidents.

Problem Statement 3 (Prioritized): Parents want more communication when it comes to curriculum expectations and disciplinary procedures **Root Cause:** Utilize communication outlets (campus/teacher/grade level) to ensure parents are aware of campus expectations.

Priority Problem Statements

Problem Statement 1: Students in Grades 3-5 are not meeting the campus expectation of achieving Approaches or Meets on the STAAR test in tested subject areas.

Root Cause 1: Students continue to Close the Gaps in their learning but have not been able to meet STAAR expectations.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on previous STAAR scores, Meets and Masters scores have decreased in Reading and Math for all grades.

Root Cause 2: The campus is not providing sufficient differentiation opportunities for students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth.

Root Cause 3: The campus is not providing sufficient differentiation opportunities for students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Ensure time is allotted to analyze data in all grade levels

Root Cause 4: Be intentional and collaborative when looking at/analyzing data.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s)

Root Cause 5: Communicate Standard Response protocols to students and parents throughout the school year.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: In regards to Social Emotional Learning, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

Root Cause 6: Continue to promote Social Emotional Learning with students and parents to decrease behavioral incidents.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Meet and maintain school attendance goal of 97% for the 2023-2024 school year.

Root Cause 7: Student Attendance has suffered since the Covid pandemic.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Focus on progress monitoring in all subject areas to monitor academic growth.

Root Cause 8: Ensure that student achievement is aiding in closing the gap.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Students are slow to respond to intervention as many are not moving off tiers in a timely manner.

Root Cause 9: Teachers must instruct using Tier 1 priorities and provide intervention when needed.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: In addition to Resource and Speech students, we have two self contained Special Education classes on campus. This puts Snow Heights with a 18.34 % in Special Education which is an increase from the previous school year and above the district average.

Root Cause 10: Our campus houses two AABLE classrooms with students from various campuses across the district. The number of our Special Education students is higher than other campuses that might not have self contained classes.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Most of our Special Education students are not meeting the Approaches level on any STAAR test they take.

Root Cause 11: The STAAR test is not appropriate for many of our Special Education students but they do not qualify for STAAR Alt. While these students can utilize accommodations, many are still below grade level and struggle completing the STAAR test at the Approaches level.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Focus on alignment with cluster campuses including middle and high school.

Root Cause 12: Ensure random variation does not occur from campus to campus within our feeder schools.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Parents want more communication when it comes to curriculum expectations and disciplinary procedures

Root Cause 13: Utilize communication outlets (campus/teacher/grade level) to ensure parents are aware of campus expectations.

Problem Statement 13 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in Reading and Mathematics literacy between the beginning and end of year.

a) In addition, all students in grades PreKindergarten - 3rd will meet the progress monitoring targets for each demographic group as measured by district approved screeners (Beginning/Middle/End of Year) in order to achieve the HB3 Board Goals.

b) Improve performance in Domain 3 Closing the Gap by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the Spring 2024 STAAR assessments. This will also increase Domain 1 Student Achievement that counts the number of students at various performance levels for state assessments.

HB3 Goal

Evaluation Data Sources: CLI Engage-CIRCLE (PreKindergarten Reading and Math)

Fountas & Pinnell Reading Levels

mClass (Kindergarten, Reading and Math)

mClass (Grades 1-2, Reading)

Renaissance Star Assessments (Grades 1-5 Mathematics & Grades 3-5 Reading)

Texas Education Agency Interims (Grades 3-5 Reading and Mathematics)

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build capacity and fidelity in the use of the District curriculum and implementation literacy strategies at the campus level.</p> <p>Actions: a) Continue focusing on literacy by planning accordingly in each content area through vertical (Reading/ Writing, Math, & Science) alignment teams b) Maintain and continue implementation plan of Workshop model and small group instruction in Reading, Writing, and Math to support all students c) Monitor implementation of the district literacy plan as evidenced in walk-throughs, observations, vertical team meetings, and lesson plans using content specific rubrics d) Focus phonics instruction in Kindergarten through 3rd grade using 95 Phonics curriculum e) Utilize campus academic coach to complete coaching cycles based on implementing best practices and developing teachers f) Provide necessary resources needed to support the district's literacy plan-Phonics, Empowering Writers, Powers of Pattern, and Guided Reading materials (Fountas & Pinnell) g) Regularly utilize the campus' Leveled Library and Fountas & Pinnell Interactive Read Alouds/Shared Reading resources for instruction in all subject areas h) Model literacy through a staff book club that meets monthly i) Participate in World Read Aloud Day to promote literacy with staff, students, and community members j) Host a Curriculum Night that includes strategies to promote literacy education with parents/family members k) Continue publishing the student written newspaper, "The Polar Gazette" l) Utilize new learning obtained through Reading Academies (Science of Reading) m) Support writing instruction in all subject areas (district RATE strategy, grade appropriate grammar rules, complete sentences, spelling, etc.) n) Utilize district content coordinators to support teachers in Tier 1 instruction o) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PlanDoStudyActs (PDSAs)</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, LOL members, Academic Coach, Teachers</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Academic Coaches - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Understand and implement data informed responsive teaching Actions: a) Teachers design a learning plan based on their own personal goal(s) as well as select a Student Learning Objective for Texas Teacher Evaluation & Support System (T-TESS) b) Provide training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance-Reading. & Math, and Interims) to inform instruction c) Collect, analyze and use data for progress monitoring d) Utilize Fact Fluency strategies to build automaticity with math facts (addition, subtraction, multiplication, and division) e) Provide training through Content Coordinators on 2.0 Tier 1 priorities to all staff f) Continue to build capacity through the Professional Learning Committee (PLC) process Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide rigorous learning opportunities for our GT/advanced students Actions: a) Promote higher level thinking by creating rigorous questions b) Continue utilizing Math Menus b) Provide time for teachers to unpack the standards and then design tasks, products, and assessments that meet the rigor of the standards c) Utilize Gifted and Talented Education (GATE) teachers, district content coordinators, academic coach, and digital specialists to aid teachers in designing lessons and products that meet the rigor of the standards d) Ensure classroom teachers and all specified staff receive yearly six hour Gifted and Talented update Staff Responsible for Monitoring: Principal, Assistant Principal, GATE Teacher, Academic Coach Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Support new teachers in the continued implementation of the reading academies and coaching model established by TEA and district based on the HB3 requirements. Actions: a) New to K-3 teachers attend Reading Academy training b) Reading Academy attendees meet regularly to discuss/debrief new learning and how it will be implemented into the classroom c) Create a PDSA to guide implementation d) Utilize Reading Academy Coach as a support to campus implementation e) Provide time for past Reading Academy attendees to meet with current attendees to offer support/guidance Staff Responsible for Monitoring: Principal, Reading Academy Coach Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Continue to administer progress monitoring assessments for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students. Actions: a) Follow district and campus assessment calendars b) Participate in Universal Screeners three times a year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) c) Progress monitor students in Reading (BAS, Star Renaissance, mClass), Writing (Norma Jackson) and Math (Star Renaissance) throughout the school year (occurs between BOY, MOY, and EOY); Fact Fluency Running Records d) Conduct interim assessments in Grades 3-5, Reading and Math twice a year e) Create and conduct online nine weeks assessments for 2nd-5th grade in Math using Aware f) Respond instructionally by utilizing data and support from Academic Coach and Multi-Tiered Systems of Support (MTSS) staff g) In Math, spiral review previously learned Texas Essential Knowledge and Skills (TEKS) on a weekly basis Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, and Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - School Processes & Programs 2 Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$37,572		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Focus on progress monitoring in all subject areas to monitor academic growth. Root Cause: Ensure that student achievement is aiding in closing the gap.
Student Learning
Problem Statement 3: Based on previous STAAR scores, Meets and Masters scores have decreased in Reading and Math for all grades. Root Cause: The campus is not providing sufficient differentiation opportunities for students.
School Processes & Programs
Problem Statement 1: The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth. Root Cause: The campus is not providing sufficient differentiation opportunities for students. Problem Statement 2: Students are slow to respond to intervention as many are not moving off tiers in a timely manner. Root Cause: Teachers must instruct using Tier 1 priorities and provide intervention when needed. Problem Statement 3: Ensure time is allotted to analyze data in all grade levels Root Cause: Be intentional and collaborative when looking at/analyzing data.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

a) In addition, meet all progress monitoring targets for grades PreKindergarten-3rd in Reading and Mathematics for identified student groups as measured by a district approved monitoring instrument





HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilizing the district's ESSER plan, build strong, equitable, and responsive learning environments to close learning gaps and create learning opportunities for all students</p> <p>Actions: a) Design a master schedule that includes protected time for Response to Intervention (RtI) groups in Grades 3-5 b) Utilize collective data in RtI collaborative conferences to make instructional decisions based on the needs of individual students c) Provide part time Math interventionist to serve Tier 2 students in order to decrease learning gaps and increase student performance d) Utilize content tutors to provide small group/accelerated instruction based on individual student needs e) Ensure that any teacher or staff member that provides specialized services to students receive training in strategies aligned to program requirements f) Provide regular opportunities for Special Education teachers to plan for instruction with General Education to ensure proper alignment is taking place in all subject areas e) Ensure that Special Education is represented in Vertical Alignment Teams (Reading/Writing, Math, and Science) g) Share information to staff and parents about specialized programs documented through professional learning opportunities, 504 meetings, Admission, Review, & Dismissal (ARDs), parent/teacher conferences, etc. h) Utilize student information systems, Success Ed/Focus, to monitor program responses to students who are identified as 504, Special Education, or RtI i) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Academic Coach</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 2</p> <p>Funding Sources: Intervention Personnel - 211 - Title I - \$39,702, Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - \$11,770</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Provide professional development that assists teachers in developing, administering, and using student performance data to evaluate student growth Actions: a) Utilize campus MTSS staff to collaborate with teachers through the PLC process and evaluate student growth on a regular basis b) Conduct Progress Monitoring measures in Reading, Math, and Writing throughout the school year c) Teachers create nine week online assessments in Math based on the rigor of the standards using Aware d) Conduct RtI collaborative conferences throughout the school year: BOY, MOY, EOY, and two progress monitoring meetings e) Ensure collaboration between grade level PLCs and classroom/Special Education teachers and interventionists f) Share and attend district professional learning opportunities in regards to progress monitoring-Lead Forward, Aware, Focus, etc. g) Provide training to classroom teachers on appropriate interventions and approved accommodations Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Math and Reading Interventionists Problem Statements: Demographics 3 Funding Sources: - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Develop and implement system-wide instructional practices appropriate for Emergent Bilinguals Actions: a) Ensure all teachers are certified to teach English Learners b) Utilize the district's English Learners Teacher Toolkit as well as Elevation c) Share English Learner district training opportunities with teachers d) Conduct Language Proficiency Assessment Committee (LPAC) meetings to address student needs Staff Responsible for Monitoring: Principal, Assistant Principal Problem Statements: Demographics 3 - School Processes & Programs 3		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Implement a multi-tiered system of support (MTSS) for identified students. Actions: a) Implement weekly Social Emotional Behavior (SEB) strategies such as Capturing Kids Hearts(CKH) & Character Strong, lessons to align with the whole child tenets b) Conduct bi-monthly guidance lessons to support classroom SEB instruction c) Provide ongoing training and support for all staff to build their capacity to implement MTSS d) Conduct regular Behavior and Academic RtI collaborative meetings e) Set and monitor student goals in regards to behavior and academics f) Provide supplemental resources to support SEB g) Communicate CKH strategies to parents/guardians through grade level and campus newsletters h) Utilize Crisis Intervention Counselor to provide support to students in areas of social-emotional behavior. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Problem Statements: Perceptions 2 Funding Sources: Intervention Personnel and Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. Actions: a) Utilize campus Continuous Improvement checklist each nine weeks to ensure implementation of Continuous Improvement practices b) Grade levels display, post, and update BOY, MOY, and EOY Reading, Writing, and Math data in hallways and in classrooms c) Grade levels implement personal data folders for each student in Reading, Writing, and Math d) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PDSAs Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Problem Statements: Demographics 3 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Enlist community and business partners to assist in providing support to students and families Actions: a) Design and implement a school wide plan to increase parent involvement b) Provide a Curriculum Information Night to inform parents on best practices c) Conduct a Science Night for students and parents to gain a deeper knowledge in all aspects of Science d) Grade levels provide a weekly newsletter to keep parents informed of classroom expectations e) Principal shares Capturing Kids' Hearts strategies, academic, and/or safety tips, or relevant information in regards to parenting in monthly newsletter f) Implement Mentor Program to serve students using volunteers from Cross Church or other community members g) Utilize essential parent volunteers/Parent Teacher Association (PTA) members to assist teachers inside and outside of the classroom h) Host a "Good News Club" for students on a weekly basis throughout the school year Title I: 4.1, 4.2 Problem Statements: Demographics 1 - Perceptions 2 Funding Sources: Title I Family Engagement - 211 - Title I - \$1,208	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Develop, implement, and monitor a campus process to ensure identification and accurate coding of all students who qualify to receive services under the thirteen At Risk indicators Actions: a) Provide training to specified staff members on identifying At Risk students b) Create profile sheets on identified students to track At Risk indicators c) Meet quarterly to ensure coding is updated and accurate Staff Responsible for Monitoring: Principal, Assistant Principal (PEIMS Coordinator), and Counselor Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Meet and maintain school attendance goal of 97% for the 2023-2024 school year. Root Cause: Student Attendance has suffered since the Covid pandemic.
Problem Statement 2: In addition to Resource and Speech students, we have two self contained Special Education classes on campus. This puts Snow Heights with a 18.34 % in Special Education which is an increase from the previous school year and above the district average. Root Cause: Our campus houses two AABLE classrooms with students from various campuses across the district. The number of our Special Education students is higher than other campuses that might not have self contained classes.
Problem Statement 3: Focus on progress monitoring in all subject areas to monitor academic growth. Root Cause: Ensure that student achievement is aiding in closing the gap.

Student Learning

Problem Statement 3: Based on previous STAAR scores, Meets and Masters scores have decreased in Reading and Math for all grades. **Root Cause:** The campus is not providing sufficient differentiation opportunities for students.

School Processes & Programs

Problem Statement 2: Students are slow to respond to intervention as many are not moving off tiers in a timely manner. **Root Cause:** Teachers must instruct using Tier 1 priorities and provide intervention when needed.

Problem Statement 3: Ensure time is allotted to analyze data in all grade levels **Root Cause:** Be intentional and collaborative when looking at/analyzing data.

Perceptions





Problem Statement 2: In regards to Social Emotional Learning, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills. **Root Cause:** Continue to promote Social Emotional Learning with students and parents to decrease behavioral incidents.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details		Reviews			
Strategy 1: 1) Deploy the district curriculum for social-emotional learning (SEL) Actions: a) Ensure delivery of lessons using CKH and Character Strong curriculum that provides students with experiences to develop character values b) Implement activities that will integrate character values throughout the campus-Counselor Guidance Lessons, and Grade Level Service projects, etc. c) Implement and maintain a Kindness Club for students in Grades K-5 d) Counselors deliver classroom guidance lessons addressing suicide prevention and bullying warning signs, resources, and strategies e) Implement and regularly refer to Continuous Improvement mission statements and CKH Social Contracts f) Ensure Capturing Kids' Hearts strategies are being utilized (greetings, affirmations, the 4 questions, etc.) g) Create after school groups that build upon the social/emotional needs of students-Kindness Crew, Yearbook, Pep Club, Polar Gazette etc. h) Create and host lunch bunch groups to address student needs-Grief/Divorce support, Friendship, Anger, etc. i) Recognize students each nine weeks that demonstrate the district's character traits Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Problem Statements: Perceptions 2 Funding Sources: Crisis Counselor - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: In regards to Social Emotional Learning, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills. Root Cause: Continue to promote Social Emotional Learning with students and parents to decrease behavioral incidents.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
Strategy 1: 1) Implement the behavioral RtI plan with fidelity. Actions: a) Monitor district expectations of Behavior RtI as stated in the MTSS handbook b) Regularly conduct collaborative conferences with teachers and staff members in regards to student behavior (BOY, MOY, EOY, and two progress monitoring meetings) c) Ensure use of Capturing Kids' Hearts (CKH) in classrooms and throughout the campus d) Utilize campus wide discipline plan e) Provide specific training in the area of Trust Based Relational Intervention (TBRI) to teachers/staff in order to better understand the students dealing with trauma as well as strategies that will aid in them being successful f) Utilize the district Behavior Facilitator or General Education Behavior RtI Facilitator when needed g) document progress and set goals in Success Ed and/or Focus program Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Problem Statements: School Processes & Programs 2, 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: Students are slow to respond to intervention as many are not moving off tiers in a timely manner. Root Cause: Teachers must instruct using Tier 1 priorities and provide intervention when needed.
Problem Statement 3: Ensure time is allotted to analyze data in all grade levels Root Cause: Be intentional and collaborative when looking at/analyzing data.
Perceptions
Problem Statement 2: In regards to Social Emotional Learning, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills. Root Cause: Continue to promote Social Emotional Learning with students and parents to decrease behavioral incidents.

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
Strategy 1: 1) Monitor campus initiative to improve and address student attendance, social needs that interfere with attendance, and collect pertinent data on strategies that mitigate poor student attendance. Actions: a) Implement Truancy Prevention Measures-make contact by phone to discuss concerns/needs b) Continue monitoring attendance through a PDSA cycle by individual classrooms each nine weeks and share data with staff and students (if applicable) c) Continue monitoring student and staff attendance each nine weeks; post on Attendance Wall d) Monitor weekly campus attendance by utilizing district attendance report e) Grade levels implement incentive measures to increase attendance f) Recognize Perfect Attendance (student and staff) at Celebration Assemblies g) Share district Attendance information (fliers, social media posts, etc.) to inform parents about the importance of student attendance Staff Responsible for Monitoring: Principal, Assistant Principal Problem Statements: Demographics 1 - School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: Meet and maintain school attendance goal of 97% for the 2023-2024 school year. Root Cause: Student Attendance has suffered since the Covid pandemic.
School Processes & Programs
Problem Statement 4: Focus on alignment with cluster campuses including middle and high school. Root Cause: Ensure random variation does not occur from campus to campus within our feeder schools.

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Evaluation Data Sources: Evaluation of goal achievement as per campus improvement plan

Strategy 1 Details	Reviews			
Strategy 1: 1) Deploy a school wide system of Continuous Improvement. Actions: a) Monitor implementation of continuous improvement through walk-throughs, vertical team meetings, grade level meetings, and RtI collaborative conferences b) Teachers and students monitor progress in learning through formative and reflective feedback (grade level strategic goals related to one year's growth in Reading, Math, and Writing) c) Implement student generated data folders to track progress related to individual goals d) Utilize the PDSA cycle with individual students in order to set and meet goals Staff Responsible for Monitoring: Principal, Assistant Principal, LOL Members Problem Statements: Demographics 3 - Student Learning 1, 2 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Focus on progress monitoring in all subject areas to monitor academic growth. Root Cause: Ensure that student achievement is aiding in closing the gap.
Student Learning
Problem Statement 1: Most of our Special Education students are not meeting the Approaches level on any STAAR test they take. Root Cause: The STAAR test is not appropriate for many of our Special Education students but they do not qualify for STAAR Alt. While these students can utilize accommodations, many are still below grade level and struggle completing the STAAR test at the Approaches level.
Problem Statement 2: Students in Grades 3-5 are not meeting the campus expectation of achieving Approaches or Meets on the STAAR test in tested subject areas. Root Cause: Students continue to Close the Gaps in their learning but have not been able to meet STAAR expectations.
School Processes & Programs
Problem Statement 2: Students are slow to respond to intervention as many are not moving off tiers in a timely manner. Root Cause: Teachers must instruct using Tier 1 priorities and provide intervention when needed.
Problem Statement 3: Ensure time is allotted to analyze data in all grade levels Root Cause: Be intentional and collaborative when looking at/analyzing data.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: District and campus safety survey of students, parents and staff

Strategy 1 Details	Reviews			
Strategy 1: 1) Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being. Actions: a) Ensure implementation and use of Capturing Kids' Hearts (CKH) and Character Strong lessons in classrooms and throughout the campus b) Utilize campus wide discipline plan c) Offer focused guidance lessons to students in need d) Schedule a minimum of four unannounced safety drills during each semester of the school year e) Faculty Advisory committee monitors and makes recommendations for improvement after safety drills (BISD's after action report) f) Conduct safety audits to identify security issues on campus g) Collect and review perception data from students, staff and parents to identify strategies to improve campus safety h) Conduct safety meetings with students, administrators and community members to evaluate and problem solve campus safety concerns i) Offer after school clubs based on student suggestions/interests (Basketball, Dance club, etc.) j) Continue to utilize Threat Assessment system for students to report safety concerns Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Problem Statements: Perceptions 1, 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s) Root Cause: Communicate Standard Response protocols to students and parents throughout the school year.</p> <p>Problem Statement 3: Parents want more communication when it comes to curriculum expectations and disciplinary procedures Root Cause: Utilize communication outlets (campus/teacher/grade level) to ensure parents are aware of campus expectations.</p>

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
Strategy 1: 1) Implement the district-wide program that promotes an accident-free work environment Actions: a) Ensure that all staff members complete the required Safe Schools training b) Inform students, staff, and visitors of any allergy related issues on campus c) Provide regular safety training to staff at faculty meetings d) Administer safety surveys provided for campus personnel e) Utilize purchased safety equipment for campus f) Perform campus safety walk-throughs with Head Custodian g) Monitor the implementation of safety procedures h) Review and report claim information to staff Staff Responsible for Monitoring: Principal, Assistant Principal, Head Custodian Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue





Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Ensure time is allotted to analyze data in all grade levels Root Cause: Be intentional and collaborative when looking at/analyzing data.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The district will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Fitness Gram results; Parent/Student surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop and maintain a campus wide coordinated health program. Actions: a) Communicate requirements of SB 530 to campus staff; monitor participation of students in physical activity and collection of student fitness assessment data Staff Responsible for Monitoring: Principal, Assistant Principal, Physical Education teacher Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement requirements of the Every Student Succeeds Act regarding family and parental involvement. Actions: a) Consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title 1, Part A schools. b) Conduct meaningful ways for parents to be involved in their child's education (see Title 1 Family Engagement Policy). Problem Statements: Perceptions 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Ensure time is allotted to analyze data in all grade levels Root Cause: Be intentional and collaborative when looking at/analyzing data.
Perceptions
Problem Statement 1: Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s) Root Cause: Communicate Standard Response protocols to students and parents throughout the school year. Problem Statement 2: In regards to Social Emotional Learning, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills. Root Cause: Continue to promote Social Emotional Learning with students and parents to decrease behavioral incidents. Problem Statement 3: Parents want more communication when it comes to curriculum expectations and disciplinary procedures Root Cause: Utilize communication outlets (campus/teacher/grade level) to ensure parents are aware of campus expectations.

State Compensatory

Budget for Snow Heights Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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Personnel for Snow Heights Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dawnya Morrison	Math Interventionist	0.5
Shonna Whitmore	Reading Interventionist	1

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was conducted during the months of March and April 2023. It was then presented in April of 2023 using data from the 2021-2022 and 2022-2023 school year which included STAAR achievement, TELPAS and universal screener results, attendance and behavior data, and spring survey feedback.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed with the following stakeholders:

Sally Frye-3rd Grade Teacher, LOL Member

Dawnya Morrison-Math Interventionist

April Hetherington-4th Grade Teacher, LOL Member

Maegan Holycross-5th Grade Teacher, LOL Member

Melissa Le-1st Grade Teacher, LOL Member

Courtney Katkoski-Assistant Principal, LOL Member

Ginny Tanner-Kindergarten Teacher, LOL Member

Shonna Whitmore-Reading Interventionist, LOL Member

Laura Wilson-Counselor

Casey Orr-SHE parent

Melissa Vittas-SHE parent, PTA Council Delegate 2021-2023

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March and June each school year.

2.3: Available to parents and community in an understandable format and language

The Snow Heights 2023-2024 campus plan will be available to parents and community members on the campus' website: www.birdvilleschools.net/she. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, approximately 52% of our students were identified as at-risk based on one or more of the following criteria:

- (1) low performance on a readiness test or assessment instrument
- (2) semester failure of two or more academic subjects
- (3) grade retention
- (4) lack of satisfactory performance on state-mandated testing
- (5) pregnancy or parenthood
- (6) placement in an alternative education program
- (7) expulsion
- (8) parole, probation, deferred prosecution, or conditional release
- (9) drop out status
- (10) limited English proficiency
- (11) custody or care of the Department of Protective and Regulatory Services
- (12) homelessness
- (13) residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social/emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

2.5: Increased learning time and well-rounded education

Student learning will be supported through research based instructional strategies such as:

- Continuous Improvement
- Capturing Kids Hearts
- Phonics Instruction in K-3
- Workshop Model
- Accelerated Instruction
- Math/Numeracy Intervention
- Leveled Literacy Intervention
- Responsive Classroom
- TBRI Training
- Social Emotional Curriculum-Character Strong

Increased learning time is provided through pull out intervention programs and targeted tutorials.

2.6: Address needs of all students, particularly at-risk

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at risk student population. , The campus will continue to emphasize the importance of communication between the school and home, as well as provide parent and family engagement activities.

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of

programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Kathleen Kaiser, parent

Casey Orr, parent

Lindsey Gill-parent

Quinn Costanza, parent

Chelsea White, parent

Helen Haack, parent

Katy Kemp, parent

Ginny Tanner, parent/teacher

Laura Wilson, parent/Counselor

Susan Nall, Principal

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

4.2: Offer flexible number of parent involvement meetings

The following family engagement activities are planned for 2022-2023:

August: Meet the Teacher/Curriculum Night, Aug.10, 2023

September: Title I Meeting & Grade Level Curriculum Night, September 21, 2023

November: Polar Bash, November 4, 2023

December: Cookies with Santa, December 12, 2023

February: Science Night, February 6, 2024 at Fort Worth Science Museum

February: World Read Aloud Day, February 7, 2024

March: Discover Birdville Event, date tbd

March: Fun Run, March 28, 2024

April: Polar Hop, April 3, 2024

May: Field Day, May 3, 2024

April Family Engagement Policy and Compact Revision (date tbd)

May: Talent Show, May 16, 2024

August Refresh Back to School Event (date tbd) at WG Thomas Coliseum

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dawnya Morrison	Math Interventionist	Title I	0.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coaches		\$0.00
1	1	5	Intervention Personnel		\$37,572.00
1	2	1	Intervention Personnel		\$0.00
1	2	2			\$0.00
1	2	4	Intervention Personnel and Crisis Counselor		\$0.00
1	3	1	Crisis Counselor		\$0.00
Sub-Total					\$37,572.00
Budgeted Fund Source Amount					\$37,572.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Intervention Personnel		\$39,702.00
1	2	6	Title I Family Engagement		\$1,208.00
Sub-Total					\$40,910.00
Budgeted Fund Source Amount					\$40,910.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESSER Tutors		\$11,770.00
Sub-Total					\$11,770.00
Budgeted Fund Source Amount					\$11,770.00
+/- Difference					\$0.00
Grand Total Budgeted					\$90,252.00
Grand Total Spent					\$90,252.00
+/- Difference					\$0.00

Addendums

Student/Teacher/Parent Compact

Title One-Linking Together for Student Success Snow Heights Elementary

Student Agreement

I want to be successful. Therefore, I will strive to:

- Attend school regularly.
- Come to class prepared with homework and supplies.
- Respect the rights of others to learn.
- Accept responsibility for my own learning.
- Cooperate with and show respect for all adults and fellow students in the school.
- Other _____

Student's Signature _____ **Date** _____

Teacher Agreement

I want all of my students to be successful. Therefore, I will strive to:

- Provide a safe and positive learning environment.
- Teach in a manner that motivates and encourages students.
- Communicate regularly with parents regarding student progress.
- Respect and value the uniqueness of each child and his/her family.
- Other _____

Teacher's Signature _____ **Date** _____

Teacher's Signature _____ **Date** _____

Teacher's Signature _____ **Date** _____

Parent Agreement

I want my child to be successful. Therefore, I will strive to:

- See that my child attends school **regularly** and **on time**.
- Provide a home environment that encourages my child to learn.
- Provide a home environment that encourages proper diet, rest, and wellness.
- Provide a regular time at home for working with my child on school-related activities.
- Work as a team with the school, participating to help my child meet his/her responsibilities and encourage success.
- Other _____

Parent's Signature _____ **Date** _____

Parent's Signature _____ **Date** _____

Snow Heights Elementary Parent Involvement Policy

OVERVIEW

As per Public Law 107-110, the *No Child Left Behind Act*, Snow Heights Elementary has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

REQUEST FOR SUGGESTIONS

The staff at Snow Heights Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Susan Nall at (817) 547-2200 or email Ms. Nall at susan.nall@birdvilleschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.

(Campus) Parent Involvement Strategies				
	Requirement	Timeline	Activity	Evaluation Measure(s)
6	Participation in parent involvement policy development	Prior to end of current school year	Involve parents in policy development through <ul style="list-style-type: none"> • Invitation to review Parent Involvement Policy & Student Compact • Distribute feedback sheet, inviting comments 	<ul style="list-style-type: none"> • Campus policy • Written parent suggestions
6	Participation in decision making for Title I Program		Involve parents in planning, implementing, and evaluating Title I Program: <ul style="list-style-type: none"> • SBDM meetings 	<ul style="list-style-type: none"> • Site-based meeting sign-ins • Agenda
6	Communicate program information to all parents	Annual Meeting	Provide information about ... <ol style="list-style-type: none"> 1. Participation in Title 1 2. Program Description 	<ul style="list-style-type: none"> • Curriculum Night sign in sheets from each teacher. • Parent conferences
			3. Curriculum	<ul style="list-style-type: none"> • Curriculum Night • Parent Expectation inventories-Meet the Teacher
			4. State and local assessments and expectations for student proficiency	
			5. Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English)	Monthly Principal Newsletter Monthly School Calendar
6	Shared responsibility for student achievement		Utilize the school-parent compact <ol style="list-style-type: none"> 1. Develop 2. Distribute 3. Evaluate 4. Revise 	<ul style="list-style-type: none"> • Annual Title One Meeting
6	Build capacities of parents		Assist parents in understanding <ol style="list-style-type: none"> 1. State academic content (TEKS) 2. State academic achievement standards (STAAR, CBAs) 3. Ways to monitor progress 4. Ways to work with teachers to improve achievement 	<ul style="list-style-type: none"> • Curriculum Night • Parent Conferences (twice a year minimum) • Student Data Folders/Organizational Binders • Volunteer opportunities

(Campus) Parent Involvement Strategies				
	Requirement	Timeline	Activity	Evaluation Measure(s)
			Provide training and materials to parents to help them work with their children	<ul style="list-style-type: none"> • Literacy Night • Science Night • Parent Conferences
6	Build capacities of staff		Design training (with parents) to build staff's capacity to communicate with parents, to value parent contribution, and to reach out to parents	
10	Coordinate and integrate Title I parent program with other parent programs		Coordinate parent involvement under Title I with ESL, GT	<ul style="list-style-type: none"> • Parent training schedules • Session evaluations • Budget records
7	Ensure a smooth transition for students from 5 th grade into 6 th grade and from 8 th grade into 9 th grade		<p>Provide information about middle school to 5th grade parents (Middle School Information Night)</p> <p>Visit North Richland Middle School in Spring 2019 for tour and 6th grade information</p>	Parent invitations and School Messenger/social media reminders regarding the event

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- Attend school regularly.
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- Respect the rights of others to learn.
- Accept responsibility for my own learning.
- Cooperate with and show respect for all adults and fellow students in the school.
- Other _____

Student's Signature _____ **Date** _____

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I want all of my students to be successful. Therefore, I will strive to:

- Provide a safe and positive learning environment.
- Teach in a manner that motivates and encourages students.
- Communicate regularly with parents regarding student progress.
- Respect and value the uniqueness of each child and his/her family.
- Other _____

Teacher's Signature _____ **Date** _____

Teacher's Signature _____ **Date** _____

Teacher's Signature _____ **Date** _____

Parent Agreement

I want my child to be successful. Therefore, I will strive to:

- See that my child attends school **regularly** and **on time**.
- Provide a home environment that encourages my child to learn.
- Provide a home environment that encourages proper diet, rest, and wellness.
- Provide a regular time at home for working with my child on school-related activities.
- Work as a team with the school, participating to help my child meet his/her responsibilities and encourage success.
- Other _____

Parent's Signature _____ **Date** _____

Parent's Signature _____ **Date** _____

Snow Heights Elementary Parent Involvement Policy

OVERVIEW

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To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

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(Campus) Parent Involvement Strategies				
	Requirement	Timeline	Activity	Evaluation Measure(s)
6	Participation in parent involvement policy development	Prior to end of current school year	Involve parents in policy development through <ul style="list-style-type: none"> • Invitation to review Parent Involvement Policy & Student Compact • Distribute feedback sheet, inviting comments 	<ul style="list-style-type: none"> • Campus policy • Written parent suggestions
6	Participation in decision making for Title I Program		Involve parents in planning, implementing, and evaluating Title I Program: <ul style="list-style-type: none"> • SBDM meetings 	<ul style="list-style-type: none"> • Site-based meeting sign-ins • Agenda
6	Communicate program information to all parents	Annual Meeting	Provide information about ... <ol style="list-style-type: none"> 1. Participation in Title 1 2. Program Description 	<ul style="list-style-type: none"> • Curriculum Night sign in sheets from each teacher. • Parent conferences
			3. Curriculum	<ul style="list-style-type: none"> • Curriculum Night • Parent Expectation inventories-Meet the Teacher
			4. State and local assessments and expectations for student proficiency	
			5. Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English)	Monthly Principal Newsletter Monthly School Calendar
6	Shared responsibility for student achievement		Utilize the school-parent compact <ol style="list-style-type: none"> 1. Develop 2. Distribute 3. Evaluate 4. Revise 	<ul style="list-style-type: none"> • Annual Title One Meeting
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Homeroom Teacher's Signature _____ *Date* _____

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SNOW HEIGHTS ELEMENTARY SCHOOL

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Statement of Purpose

The purpose of the Snow Heights Elementary Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. Snow Heights Elementary has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. The campus will build capacities of staff, parents, families, and community members to work together as equal partners to improve achievement for all students.

Goals

- Snow Heights Elementary will promote regular, two way communication between home and school through principal and grade level newsletters, social media, the school's website, parent conferences, and monthly meetings
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Snow Heights Elementary will provide a safe and open atmosphere for parents and families to visit the school and to actively encourage parent and family support and assistance for school programs
- Snow Heights Elementary and its staff will develop and deliver timely information and training to parents
- Snow Heights Elementary will respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Snow Heights Elementary will disseminate information to parents on all required Title 1 notifications

Annual meeting

Snow Heights Elementary will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. The campus will also host a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.

Parents' Right to Know

Snow Heights Elementary will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

Building Capacity for Parent-School Partnerships

Snow Heights Elementary will facilitate the use of district resources by parents and families, including those provided through Birdville ISD parent liaisons and staff:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- ESL classes
- Homework help training
- Translation services for homework
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

School-Parent Compacts

Snow Heights Elementary will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the school and its families through regular two-way, meaningful communication. Snow Heights Elementary will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Snow Heights Elementary has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

Parent Engagement Evaluation

Each spring, Snow Heights Elementary will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent participation. Based on this input and through a collaborative consultation process, the campus will review the existing family engagement policy and make revisions as necessary.

SNOW HEIGHTS ELEMENTARY CNA

Comprehensive Needs Assessment
for
2022-2023

Who are **we**?

396 Students

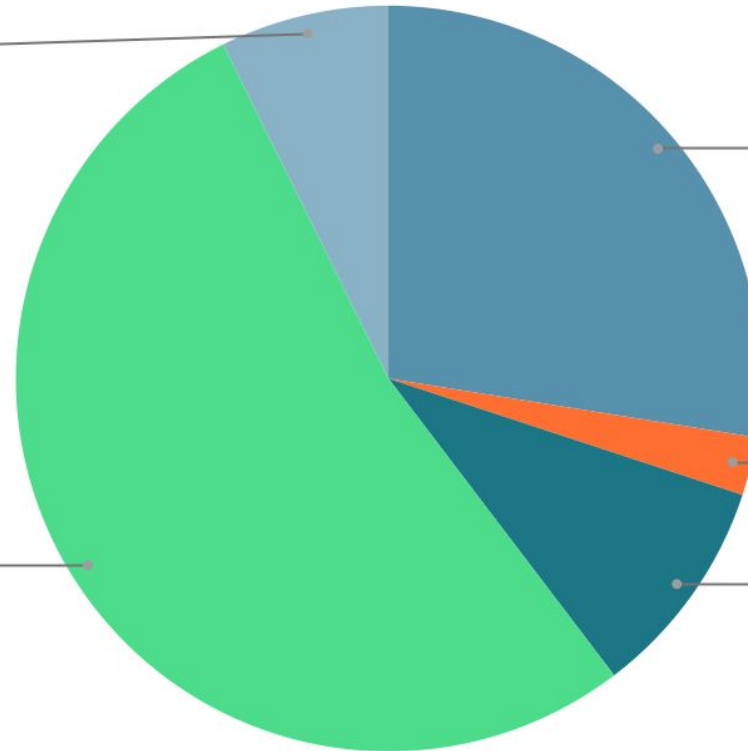
Two or More
7.3%

White
53.0%

Hispanic
27.5%

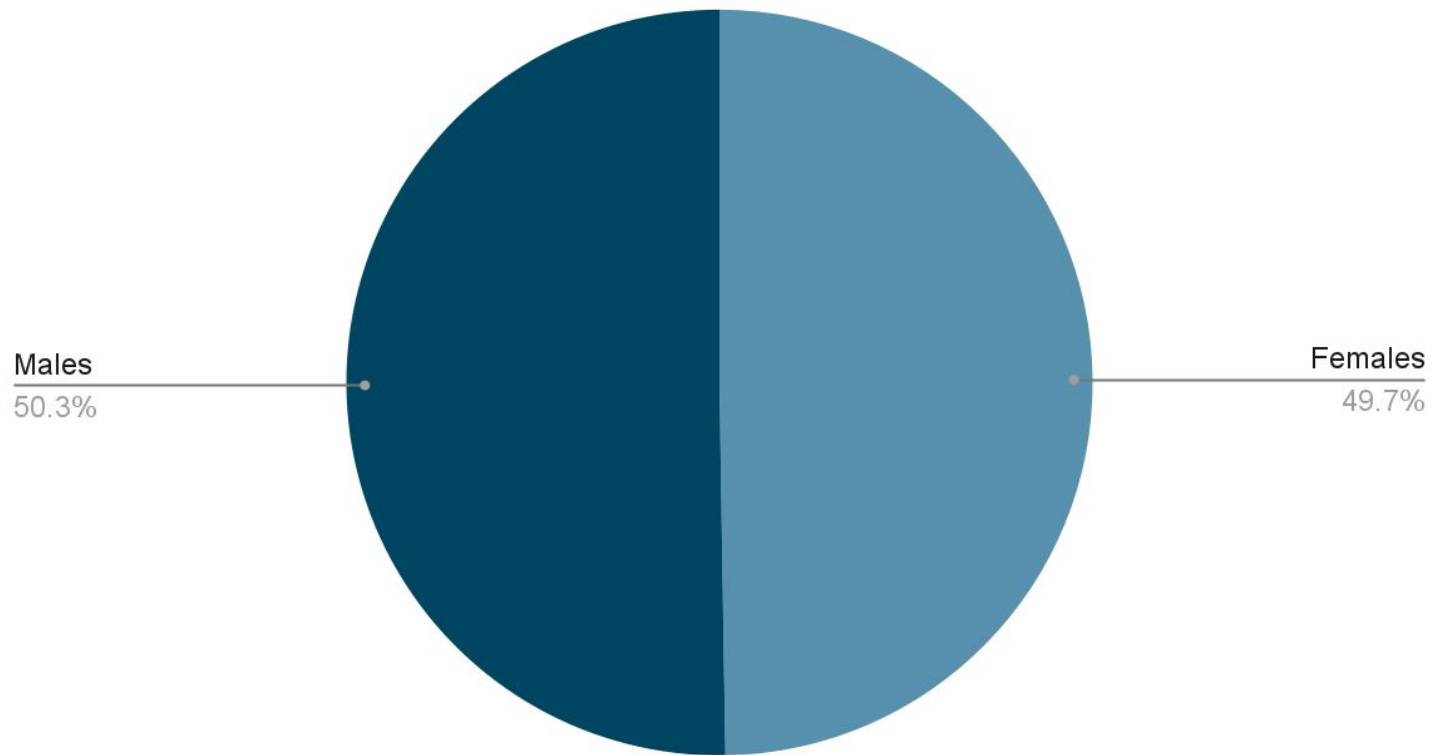
Asian
2.5%

Black/African American
9.6%



Gender

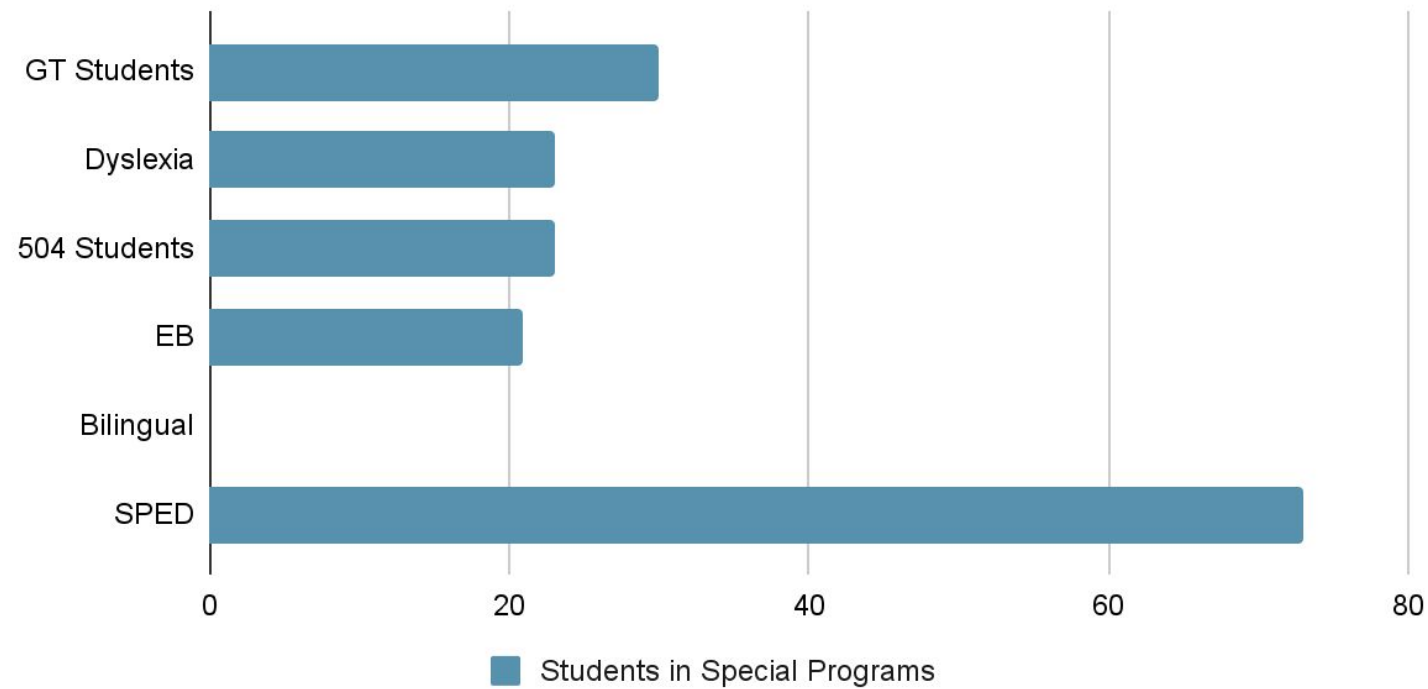
Boys/Girls



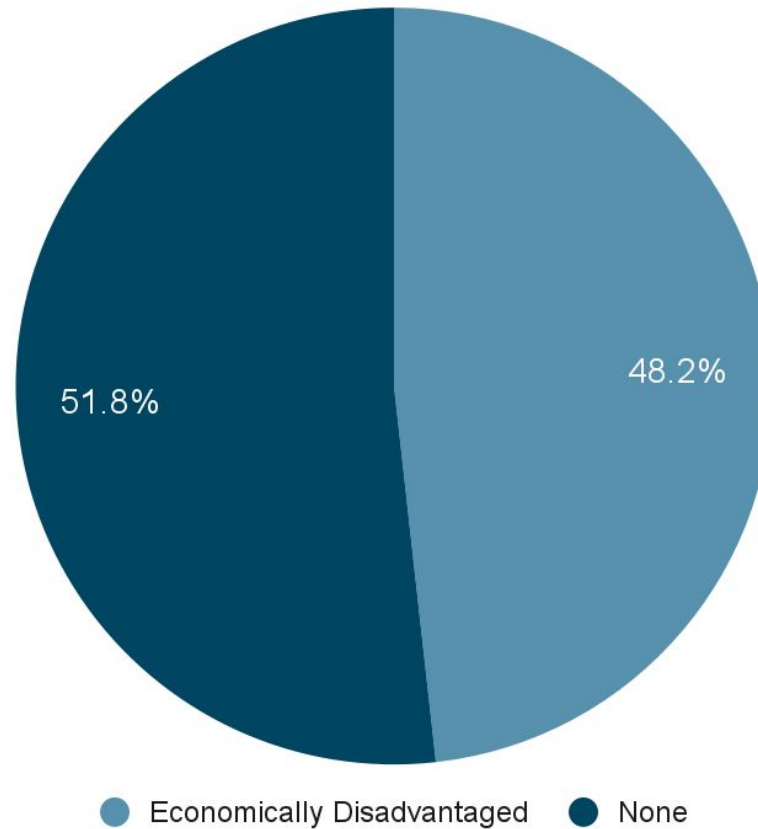
Special Programs

Number of Students in Special Programs

Campus Enrollment - 396



Economically Disadvantaged



DEMOGRAPHICS

STRENGTHS

Snow Heights Elementary has many strengths. Some of the most notable demographic strengths include:

1. The community of Snow Heights is steeped in tradition, involved, consistent, and committed to education. Many families stay in the area just for the school and many of the teachers went to Snow Heights as students. Since our families value education, we have many supportive parents and students who strive for success.

2. The attendance rate at Snow Heights Elementary is always a focus for any school year and will continue to be for the current year. It remains very close year to year: 96.8% in 2015-2016, 96.6% in 2016-2017, 96.0% in 2017-2018, and 96.2% in 2018-2019. Since Covid, attendance has decreased but is back to the 96% for the 2022-2023 school year.

3. Students at Snow Heights Elementary are very accepting of new students regardless of race or ethnicity. Utilizing the district's SELFIE attributes as well as Capturing Kids' Hearts keeps the student and staff committed to building strong relationships with one another. These strong relationships spillover into the homes of our families and in our community.

AREAS FOR GROWTH

- Our campus has yet to meet our attendance goal of 97%.
- In addition to Resource and Speech students, we have two AABLE classes on campus. This puts Snow Heights with a 18.4% in Special Education which is an increase from the previous school year and above the district average.
- While most of our students meet the district and campus goal of achieving at least one year's growth in Math, there is still an achievement gap in this subject area.

GOALS

- Meet and maintain school attendance goal of 97% for the 2023-2024 school year.
- Follow RtI guidelines/ interventions and SpEd protocols prior to recommending SpEd testing for a student
- Focus on students achieving moving from one level to the next (Approaches, Meets or Masters) on STAAR test in Math for the 2023-2024 school year
- Focus on progress monitoring in all subject areas to monitor growth

PERCEPTIONS

STRENGTHS

During the 2022-2023 school year, Snow Heights Elementary collected data from students and parents in regards to school safety, processes, and events. Staff, parents, and students in Grades 4-5 completed these surveys during the Spring of 2023. Data collected included perceptions of the overall safety environment of Snow Heights as well as meeting the social/emotional needs for students. In addition, a campus survey was sent to all SHE families to obtain their level of satisfaction of the 2022-2023 school year.

Survey results indicated the following regarding perceptions of school safety, processes, procedures, and campus activities:

- Over 90% of student responses showed that students were trained and ready to implement Standard Response Protocols
- 96% of parents reported that their student had a trusting relationship with at least one adult on campus and felt the campus was safe and orderly
- Parents and Staff shared the importance of all student/family activities set Snow Heights apart from other campuses

AREAS FOR GROWTH

- Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s)
- Students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills as well as bullying prevention.
- Parents want more communication when it comes to curriculum expectations and disciplinary procedures

GOALS

- Continue to conduct BISD safety survey as well as campus surveys to monitor student & community perceptions
- Utilize Capturing Kids' Hearts strategies
- Implement SEL curriculum to students; Provide parents/guardian SEL resources
- Continue providing after school clubs for students: Yearbook, Polar Gazette, Good News Club, Dance Club, etc.
- Continue building strong relationships with PTA and community members

STUDENT LEARNING

STRENGTHS

Snow Heights Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- Strong Reading scores in 4th and 5th Grades
- Strong Math scores in 5th Grade
- Closing gaps on Achievement

Accountability Rating=A

*based on 2022 data

AREAS FOR GROWTH

- There continues to be a decrease in Masters scores in most subject areas for students in Grades 3-5
- Even though Math scores have improved, many students are not meeting the campus expectation of achieving Approaches or Meets on the Math STAAR test
- Special Education students are not performing well (obtaining Approaches level) on the STAAR test

GOALS

- Ensure vertical alignment is taking place in Math, Reading/Writing, and Science with intentionality
- Implement strong Tier 1 instruction to ALL students
- Provide intervention/ accelerated instruction through tutors
- Implement PLC process to discuss student growth and progress
- Track student growth in data folders

PROCESSES & PROGRAMS

STRENGTHS

The academic and behavior RtI program serves students in grades K through 5. Students are identified for tiered intervention services using data from Reading and Math universal screeners administered three times each year as well as consideration of other performance evidence by a collaborative conference committee. Our goal is to keep intervention groups small and staffed appropriately which will aid students in closing gaps in their learning and behavior. In addition, we offer enrichment to our Tier 1 students by utilizing tutors and other staff members.

AREAS FOR GROWTH

- The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth.
- Students are slow to respond to intervention as many are not moving off tiers in a timely manner.
- Ensure time is allotted to analyze data in all grade levels
- Focus on alignment with cluster campuses including middle and high schools

GOALS

- Teachers meet in vertical teams throughout the year to align curriculum and interventions on campus
- Collaborate and plan with comparison campuses to strengthen cluster alignment
- Utilize trained tutors and classroom teachers to assist in providing intervention to Tier 3 students
- Implement Tier 1 priorities to ensure strong Tier 1 instruction is being delivered
- Utilize Crisis Intervention Counselor to assist Counselor in forming and hosting groups
- Provide minutes in the daily schedule to address SEL learning